

3.1	Graduate Attributes:	Accreditation Criteria and Procedures Description	Rating	Assessment Category Descriptors
				Quantitative definitions: - almost all (at least 10) - many (at least six) - some (at least two)
	Organization and engagement	There must be demonstration that an organizational structure is in place to assure the sustainable development and measurement of graduate attributes. There must be demonstrated engagement in the process by faculty members and engineering leadership.	A	Strong organizational structure in place to assure sustainable development, measurement and review of GAs AND clear evidence of engagement by faculty and leadership.
			M	Weak organizational structure in place to assure sustainable development, measurement and review of GAs AND/OR limited evidence of engagement by some faculty and/or leadership.
			U	No effective organizational structure in place to assure sustainable development and measurement of GAs AND/OR no evidence of engagement by most faculty and/or leadership.
	Curriculum Maps	There must be documented curriculum maps showing the relationship between learning activities for each of the attributes and the semesters in which these take place.	A	Sufficient number of learning activities/courses (at least three per attribute) mapped with respect to GAs and program semesters
			M	Inufficient number of learning activities (less than three per attribute) mapped with respect to GAs and program semesters for some GAs
			U	Entries for at least one GA are missing from the curriculum map AND/OR only a single assessment point measured for some GAs.
	Indicators	For each attribute, there must be a set of measureable, documented indicators that describe what students must achieve in order to be considered competent in the corresponding attribute.	A	Corresponding indicators are well-aligned for almost all GAs AND indicators span all important GA components for almost all GAs (see note 1) AND indicators are consistent with expectations for an engineering graduate for almost all GAs (see note 2) AND number of indicators consistent with assuring a sustainable data collection program for almost all GAs.
			M	Misalignment of corresponding indicators with some GAs AND/OR indicators corresponding to at least one important GA component for some GAs AND/OR indicators are inconsistent with expectations for an engineering graduate for some GAs AND/OR number of indicators inconsistent with assuring a sustainable data collection program for some GAs.
			U	Misalignment of corresponding indicators with many GAs AND/OR indicators corresponding to at least one important GA component for many GAs AND/OR indicators are inconsistent with expectations for an engineering graduate for many GAs AND/OR number of indicators inconsistent with assuring a sustainable data collection program for many GAs.
	Assessment tools	There must be documented assessment tools that are appropriate to the attribute and used as the basis for obtaining data on student learning with respect to all twelve attributes over a cycle of six years or less.	A	Selection of sufficient and appropriate tools for all GAs AND rationale for selection of assessment tools for all GAs is documented AND expected achievement levels are appropriate to the stage of the program for all GAs
			M	Selection of insufficient or inappropriate assessment tools for some GAs AND/OR rationale for selection of tools for some GAs is inadequately documented AND/OR expected achievement levels are inappropriate to the stage of the program for some GAs.
			U	Selection of insufficient or inappropriate assessment tools for many GAs AND/OR rationale for selection of tools for many GAs is inadequately documented AND/OR expected achievement levels are inappropriate to the stage of the program for many GAs.
	Assessment results	At least one set of assessment results must be obtained for all twelve attributes over a cycle of six years or less. The results should provide clear evidence that the graduates of a program possess the attributes or that remedial action is in progress.	A	Assessment results compiled and documented for almost all GAs over a cycle of six years or less AND results are able to demonstrate appropriate levels of achievement for almost all GAs.
			M	Assessment results not compiled and documented for several GAs over a cycle of six years or less AND/OR results insufficiently demonstrate appropriate levels of achievement for some GAs.
			U	Assessment results not compiled and documented for most GAs over a cycle of six years or less AND/OR results insufficiently demonstrate appropriate levels of achievement for many GAs.

Note 1: "GA component" – a component of the attribute description in section 3 of the "Accreditation Criteria and Procedures" (e.g. mathematics is a component of the knowledge base description)

Note 2: "Performance Levels" – a scale of descriptors of the performance corresponding to an individual indicator. Performance levels for a coherent group of indicators corresponding to individuals are aggregated to measure graduate attribute achievement levels.